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ABSTRACT

This document includes findings on yearbook contracts and specifications, the cost of advertising, some of the concerns of the newspaper, the quality of printing, and an analysis of yearbook leads. The chapters in this booklet include "Financing the Yearbook," "Yearbook Contracts and Specifications," "Freedom of Communications in Senior High Schools," "Does Advertising Really Pay?" "What You Can Learn from 765 Leads," "Senior High School Libraries Neglect Journalism-Mass Media Resources," and "Scope of Student Publications in Florida Nonpublic High Schools." Data is presented in both narrative and table form. (RB)

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FINANCING THE YEARBOOK - 1972

YEARBOOK CONTRACTS AND SPECIFICATIONS - 1972

FREEDOM OF COMMUNICATION IN SENIOR HIGH SCHOOLS

DOES ADVERTISING REALLY PAY?

WHAT YOU CAN LEARN FROM 765 LEADS

SENIOR HIGH SCHOOL LIBRARIES NEGLECT JOURNALISM-MASS MEDIA RESOURCES

SCOPE OF STUDENT PUBLICATIONS IN FLORIDA NONPUBLIC HIGH SCHOOLS

By Laurence R. Campbell

Director

Quill and Scroll Studies

1974

P. O. Box 3425, Tallahassee, Florida

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FINANCING THE YEARBOOK

Student yearbooks and newspapers are alike in one respect. Both need school support, adequate funds, space and equipment, a qualified staff, and a qualified adviser. A 1972 Quill and Scroll Study provides proof of this statement.

The data herein were gathered in a study of the contracts and specification requirements of high school yearbooks. They were collected from 50 high schools in which nearly all books received top or First Class critical service rank.

Of this number, 42 per cent received the NSPA All-American rating and 44 per cent the CSPA Medalist rating. Of the others nearly all were rated First Class by NSPA, CSPA, or both. More than nine out of ten were in public schools.

Consider the public support. In Table I are data on the extent to which relationships in producing the yearbook were satisfactory, unsatisfactory, or undetermined. A question for future interest concerns the need for similar data on Second Class and Third Class yearbooks.

TABLE I.--Relationships of Yearbook Staff in Terms of Percentages

Kind	Satisfactory	Unsatisfactory	No Opinion
Printer	86	2	12
Printer's representative	84	6	10
Commercial photographer	70	16	14
Student photographer(s)	72	18	10
Newspaper staff	76	8	16
Coaches	78	10	12
Student council	78	4	18
Senior class	76	6	18
Art department	52	6	42
English department	66	4	30
Principal	86	4	10
Advertisers	70	0	20
Faculty	76	8	16

Three-fourths of the yearbooks made a profit, but nearly one-fourth made a deficit. Some may ask this question: Should a yearbook receive a top-rating if it makes a deficit? Critical services don't seem to care.

Yearbook accounting procedures are inadequate in many schools; otherwise the fourth column would be empty (Tables 3 and 4). The procedures also

TABLE 2.--Extent of Profit or Deficit Made in 1971 in Terms of Percentages

Scope	Percentage
$500 or more - profit	32
$250 - $500 - profit	18
Under $250 - profit	24
Under $250 - deficit	10
$250 - $500 - deficit	4
$500 or more - deficit	8

TABLE 3.--Costs of Yearbook Production--Major and Minor--In Percentages

Expenditure	Major Item	Minor Item	Not a Budget Item	No Answer
Printing	92	..	..	8
Photoengraving	12	4	70	14
Photography	40	40	12	8
Covers	56	18	16	10
Editorial supplies	4	46	42	8
Business supplies	2	62	28	8
Postage, mailing	..	80	12	8
Telephone	..	30	58	12
Transportation	4	30	56	10
Staff awards	..	56	36	8
Staff library	..	44	48	6
Staff dinner or party	2	36	54	8
Yearbook dances	..	10	80	10
Promotion expense	..	44	48	8
State school press membership	8	58	24	10
NSPA membership	14	68	8	10
CSPA membership	10	46	22	22
NYSA membership	8	38	28	26
Catholic SPA membership	..	..	56	44
SIPA (Southern)	..	6	50	44
Critical services	6	54	20	20
Scholastic editor	6	66	20	8
Photo[illegible]th	4	48	28	20
School Press Review	2	36	34	28
Quill and Scroll	..	40	38	22
Catholic Editor	..	..	56	44
NSPA convention	4	8	62	26
CSPA convention	2	6	60	32
State, regional	4	32	52	12
Other conventions	4	10	44	42
Summer workshops, institutes	20	42	26	12

are not precise, for some items are not included which almost invariably are actually sources of expense.

Circulation, advertising, plastic covers, and photographs are the major sources of revenue. For many staffs time devoted to other approaches is simply time wasted. Unfortunately, some staffs are not accounting for every penny earned and every penny spent--or they would be able to give precise answers.

Advertising is an important source of yearbook revenue, although 28 per cent of the staffs did not publish local advertising, and 8 per cent did not answer. In the four tables on advertising many of the "no answers" are from staffs which do not publish advertising.

Many of the rate structures need revision--upward. The practice of publishing one-eighth page advertisements is questionable. Aesthetically, of course, the yearbook is better without the typical advertising.

TABLE 4.--Yearbook Income in Terms of Percentage

Kind	Satisfactory	Unsatis.	Not Used	No Answer
Patron list	32	8	50	10
Advertising - local	58	6	28	8
Advertising - non-local	12	14	64	10
Copies sold to seniors	76	12	2	10
Copies sold to juniors	78	10	2	10
Copies sold to sophomores	76	12	2	10
Copies sold to faculty	52	32	6	10
Copies sold to alumni	16	40	34	10
Copies sold out of school	16	32	40	12
Sale of pages to clubs	34	8	48	10
Subsidy - board of education	6	6	78	10
Subsidy - student council	..	8	82	10
Subsidy - senior class	10	6	74	10
Subsidy - other	18	4	68	10
Yearbook dance or event	14	2	74	10
Plastic covers	54	16	20	10
Athletic event progs.	..	2	88	10
Calendars	..	2	88	10
Student directories	10	2	78	10
Food at student events	2	4	84	10
Soft drinks at student events	2	2	86	10
Photographs	50	10	28	8
Flowers	..	2	88	10
Yearbook queen votes	..	2	86	12
Other sources	16	4	60	20

TABLE 5.--Advertising Rate Per Page (Percentages)

Amount	Per Cent
$1-$35	..
$36-$60	22
$61-$85	22
$86-$110	14
$111 and up	6
No answer	36

TABLE 6.--Advertising Rate per Half Page (Percentages)

Amount	Per Cent
$1-$15	..
$16-$30	14
$31-$45	22
$46-$60	22
$61 and up	6
No answer	36

TABLE 7.--Advertising Rate for One-Fourth Page (Percentages)

Amount	Per Cent
$1-$6	..
$7-$14	..
$15-$22	20
$23-$30	14
$31 and up	24
No answer	42

TABLE 8.--Advertising Rate for One-Eighth Page (Percentages)

Amount	Per Cent
$1-$5	..
$6-$10	16
$11-$15	8
$16-$20	8
$21 and up	..
No answer	68

Facilities needed by the yearbook staff for efficient work are reported in Quill and Scroll's Space and Equipment Guidelines for Student Publications. If relationships with principals are satisfactory, yearbook staffs should not have some of the problems they report (see Table 9).

TABLE 9.--Extent to Which Space and Equipment Are Satisfactory (In percentages)

Kind	Yes	No	No Answer
Library references on yearbooks	36	60	4
Staff headquarters	26	64	10
Typewriters	22	70	8
Adequate dark room	38	52	10
Filing space	22	72	6
Lockable filing space	32	62	6
Tables for layout work	20	74	6
Supplies	8	84	8

What would the public expect the principal to do if the gymnasium, physics laboratory, art department, or home economics area were as substandard as these facilities are? What could accreditation organizations conclude? The relationships with the principal are not satisfactory when from one-half to two-thirds of the yearbooks report unsatisfactory facilities. The principal usually can do something about these inadequacies--if he wants to enough.

The yearbook adviser may not be the editor or publisher, or boss, but he administers the staff on authoritarian basis, for 70 per cent appoint the yearbook editor. And 16 per cent gave no answer, yet surely must know what is done! In 8 per cent of the schools the outgoing yearbook staff chooses the editor.

Minorities still are the underprivileged, for in 50 per cent of the schools they are not represented on the yearbook staff. And in 62 per cent of the schools there are no Blacks on the yearbook staff, yet 72 per cent of the schools reported that there was no unrest among the students.

Fortunately 50 per cent of the yearbook advisers have a major in journalism-mass media. The fact that 48 per cent majored in English is of itself not evidence of being qualified more than any other non-journalism major.

Unfortunately 20 per cent of the advisers never have taken a college journalism course and 18 per cent have taken nine semester hours or less. The percentage who have taken 27 or more semester hours in journalism is 48.

Inflation was a serious problem for yearbook editors to solve in terms of their budget, as Table 10 indicates.

Whereas 20 per cent of the yearbooks were produced wholly as extra-curricular activities, 70 per cent were produced in yearbook courses with

credit. Four out of five were published in May or June, but about one-sixth are published in late summer or early fall.

Three-fifths of the yearbook staffs sent students to a summer workshop or interest and virtually all benefitted by the summer experience.

These limited data indicate that there is a real need for a more comprehensive study of yearbook financing and related problems. This sample is interesting, but it is insufficient to be conclusive.

TABLE 10.--Problems in 1971 in Percentage

Problem	Yes	No	No Answer
Unusually bad weather	6	86	8
Inflation	40	54	6
Student unrest	18	72	10
Unemployment of parents	12	78	10
1970 book disappointing	10	80	10
Local school problems	18	74	8
Nontraditional schedule	16	74	10
Competition with newspaper	2	90	8
Competition with other yearbooks	10	82	8

YEARBOOK CONTRACTS AND SPECIFICATIONS

Every yearbook is an editorial project, a physical product, a business enterprise. The staff and adviser face each aspect as a problem to solve. Hence, they must consider contracts and specifications.

"Take a Long Look at Yearbook Contracts." This was the title of a study in Quill and Scroll in April-May, 1967. Scholastic Editor Graphics/Communications announced the availability of Stephen B. Clazie's seven-page yearbook contract.

The data presented here were gathered from 50 high school yearbook advisers. In 1971 virtually all the yearbooks here represented were rated All-American or First Class by NSPA or Medalist or First Class by CSPA.

Quill and Scroll Studies was not taking a vote on issues involved. It was sampling attitudes of advisers. It is probable that twice as many responses would not have changed the consensus.

The procedure was simple. Advisers were asked to indicate whether they agreed strongly, agree, were undecided, disagreed, or disagreed strongly with positions suggested. The sixth column indicates the percentage which did not respond.

Contracts should be considered unacceptable if negotiated without the full participation of the advisers, according to 88 per cent (see item 7).

They agree almost unanimously that all arrangements for the printing of the yearbook should be stated in the contract (see item 1).

Modifications should be documented in written statements signed by representatives of the school and the printer (see item).

Only 44 per cent consider it necessary or desirable for any of the key students to participate by signing the contract.

Printing specifications vary. The extent to which advisers consider specific items essential depends on the kind of book they plan to publish. Readers can examine the data to determine their relevance for their books (see Table 2).

What commitments should the printer make? What commitments should the publisher - the school - make? (see Tables 3, 4).

This preliminary draft of this study, then, presents the data for consideration. The final draft may supplement the draft.

TABLE 1.--Extent of Approval of General Aspects in Percentage

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Answer
(1) All arrangements for the printing of the yearbook shall be stated in a contract to be signed by the representative of the publisher--the school--and the printer.	70	26	2	2	0	0
(2) All modifications of these arrangements must be documented in written statements signed by the representative of the publisher--the school--and the printer.	60	28	6	6	0	0
(3) The authorized sales representative represents the printer.	78	14	6	2	0	0
(4) The adviser represents the publisher, negotiates the contract, and recommends it to the principal.						
(5) The yearbook editor, manager, or both may assist the adviser and also may sign the contract.	16	28	18	12	24	2
(6) The principal may designate the adviser to sign the contract for him as the representative of the board of education.	30	28	10	12	20	0
(7) The contract should be considered unacceptable if negotiated without the full participation of the adviser.	80	8	2	4	4	2

TABLE 2.--Extent of Approval of Printing Specifications in Percentage

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Answer
(8) Process of printing to be used--offset, letterpress, other	90	10	0	0	0	0
(9) Number of copies of yearbook to be printed	86	10	2	2	0	0

TABLE 2.--(Continued)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Answer
(10) Reduction in number of copies--how arranged	74	18	6	0	0	2
(11) Reduction in number of copies--change in cost	72	22	4	0	0	2
(12) Increase in number of copies--how arranged	74	18	6	0	0	2
(13) Increase in number of copies--change in cost	76	16	6	0	0	2
(14) Number of pages	86	14	0	0	0	0
(15) Reduction in number of pages--how arranged	66	16	14	2	0	2
(16) Reduction in number of pages--change in cost	66	16	14	2	0	2
(17) Increase in number of pages--how arranged	70	18	8	2	0	2
(18) Increase in number of pages--change in cost	68	20	8	10	6	4
(19) Bleeding pages--how arranged	56	14	10	10	6	4
(20) Bleeding pages--change in cost	60	16	8	8	4	4
(21) Dimensions of pages--trimmed	80	16	2	0	0	2
(22) End pages--weight	76	22	0	2	0	0
(23) End pages--color	78	18	0	4	0	0
(24) End pages--copy	68	22	2	4	2	2
(25) Cover--design	74	20	4	2	0	0
(26) Cover--weight	98	20	0	2	0	0
(27) Paper--weight	70	26	0	2	0	2
(28) Paper--color	70	20	2	6	0	2
(29) Paper--identification	62	24	6	6	0	2
(30) Body type--points	48	18	10	16	2	6
(31) Body type--solid or leaded	48	14	12	16	2	8
(32) Body type--family	52	16	10	12	4	6
(33) Body type--index--points	44	20	12	16	2	6
(34) Body type--index--solid or leaded	44	20	12	16	2	6
(35) Body type--directory--points	44	18	12	18	2	6
(36) Body type--directory--solid or leaded	44	16	14	18	2	6
(37) Body type--league standings--points	40	14	18	15	2	8
(38) Body type--league standings--solid or leaded	40	14	18	18	2	6
(39) Cutlines--points	46	14	14	18	2	8
(40) Cutlines--solid or leaded	44	16	14	16	2	8

TABLE 2.--(Continued)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Answer
(41) Display type--points	42	16	14	16	4	8
(42) Display type--family	46	16	10	14	4	10
(43) Reverse printing	54	24	6	8	4	4
(44) Overprinting	56	22	8	8	2	4
(45) Other typographic arrangements	54	24	6	6	2	8
(46) Art work--origin	54	22	4	8	8	4
(47) Art work--other details	44	20	16	12	2	6
(48) Photography--form	48	22	12	8	6	4
(49) Photography--deadlines	56	22	8	4	6	4
(50) Editorial copy--form	42	24	12	12	8	2
(51) Editorial copy--deadlines	60	28	6	2	0	4
(52) Proofs--kind	74	20	4	0	0	2
(53) Proofs--number	72	16	6	2	0	4
(54) Proofs--when available	64	18	8	4	0	6
(55) Pasteups--by staff, printer, or both	54	22	4	10	4	6
(56) Dummy--prepared by whom	50	26	4	8	4	8
(57) Type in color--cost	54	20	2	6	0	8
(58) Corrections--cost per line	74	18	0	4	0	4
(59) Corrections--per halftone	70	20	0	4	0	6
(60) Corrections--cost per page	70	18	0	4	0	8
(61) Cost of first 4-color picture from 4 by 5 transparency	74	16	0	2	0	8
(62) Cost of additional 4-color pictures in same flat	74	16	0	2	0	8
(63) Cost of duotones and spot color	76	16	0	2	0	6
(64) Cost of first page in flat	66	16	6	4	0	5
(65) Additional pages in same flat	60	18	6	4	0	12
(66) Printer's supplies--how obtained	46	24	8	6	2	14
(67) Printer's supplies--cost	52	16	4	12	4	14
(68) Shipping date	86	10	0	2	0	2
(69) Shipping costs--paid by whom	76	16	2	0	2	4
(70) Plastic covers--how obtained	24	10	18	22	18	4
(71) Other services	42	28	12	6	0	12
(72) Ink	40	14	16	18	6	6

TABLE 3.--Extent of Approval of Printer's Agreement in Percentage

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Answer
(73) Provide labor	72	18	0	0	2	8
(74) Provide material--including or excepting covers	78	18	0	0	0	4
(75) Provide supplies--at costs stipulated	74	14	0	0	4	8
(76) Provide supplies--kinds stipulated	74	14	2	0	2	8
(77) Make a full-sized comprehensive dummy based on layouts submitted by the school	50	10	10	12	12	6
(78) Arrange for binding	82	14	0	0	0	4
(79) Mount such copy, headlines, artwork, and advertising as stipulated	78	12	2	0	0	8
(80) Prepare pasteups as stipulated in contract	72	14	6	0	0	8
(81) Purchase advertising space as stipulated in contract	34	6	22	8	18	12
(82) Make corrections as provided in contract	84	10	0	0	0	6
(83) Inform publisher of costs of changes in time to prevent misinterpretations and misunderstandings	84	8	2	0	0	6
(84) Provide advisory service of a kind, quality, and frequency made clear in the contract	80	10	4	0	0	6
(85) Cooperate in guiding the staff and adviser in producing a book within the policies and resources of the school	74	12	4	4	0	6

TABLE 4.--Extent of Approval of Publisher's (Schools) Agreement in Percentage

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Answer
(86) Meet the deadlines stipulated	80	16	2	0	0	2
(87) Make installment and final payments as stipulated	80	18	0	0	0	2
(88) Prepare written copy in the form stipulated	80	16	0	0	0	4

TABLE 4.--(Continued)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Answer
(89) Prepara photographic copy in the form stipulated	80	18	0	0	0	2
(90) Prepare advertising copy in the form stipulated	76	14	0	4	2	4
(91) Provide a complete layout of each page	84	10	2	2	0	2
(92) Prepare art copy as stipulated	72	18	2	2	2	4
(93) Avoid plagiarism, vulgarity, obscenity, profanity	80	12	0	4	0	4
(94) Avoid libel--defamation of character	82	12	0	2	0	4
(95) Respect copyright laws	84	14	0	0	0	2
(96) Pay for all services covered in this contract	86	12	0	0	0	2
(97) Attempt to produce a quality book of which both the printer and publisher may be proud	88	6	0	0	4	2

FREEDOM OF COMMUNICATION IN SENIOR HIGH SCHOOLS

Will freedom of communication survive in America? It will if the decision is made by the 94 high school librarians, newspaper advisers, journalism teachers, and county supervisors of English and heads of departments of English who answered an inquiry in the fall of 1973 by Quill and Scroll Studies.

Their answers to 25 questions are summarized here:

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Strongly agree, 80; agree, 8; undecided, 3; disagree, 2; disagree strongly, 1.

It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox and unpopular with the majority.

Strongly agree, 62; agree, 30; undecided, 1; disagree strongly, 1.

Publishers and librarians do not need to endorse every idea or presentation contained in the books they make available. It would conflict with public interest for them to establish their own political, moral, or aesthetic views as the sole standard for determining what books should be published or circulated.

Strongly agree, 73; agree, 20; undecided, 1.

It is contrary to the public interest for publishers or librarians to determine the acceptability of books solely on the basis of the personal history or political affiliations of the authors.

Strongly agree, 65; agree, 23; undecided, 4; strongly disagree, 2.

The present laws dealing with obscenity should be vigorously enforced. Beyond that, there is no place in society for extralegal efforts to coerce the taste of others, to confine adults to reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

Strongly agree, 29; agree, 41; undecided, 10; disagree, 6; disagree strongly, 8.

It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book or the author as subversive or dangerous.

Strongly agree, 53; agree, 21; undecided, 7; disagree, 6.

It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality of thought and expression. By the exercise of this affirmative responsibility, bookmen can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one.

Strongly agree, 56; agree, 27; undecided, 5; disagree, 7; strongly disagree, 1.

Every citizen in the United States--under the First Amendment--should enjoy:

1. The freedom to speak, to write, to communicate.
2. The freedom to listen
3. The right not to speak.
4. The right not to listen.
5. The right to speak anonymously.
6. The right to know.
7. The right of access.

TABLE I (excluding undecided)

	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	79	11	0	0
2.	78	12	0	0
3.	68	15	1	1
4.	69	13	1	0
5.	35	15	14	5
6.	73	13	0	0
7.	60	17	1	0

Government in the sunshine laws are desirable at city, county, state, and federal levels.

Strongly agree, 40; agree, 21; disagree, 3.

Newsmen should be protected by qualified shield laws to preserve the confidentiality of news sources.

Strongly agree, 29; agree, 29; disagree, 9; disagree strongly, 8.

Newsmen should be protected by unqualified shield laws to preserve the confidentiality of news sources.

Strongly agree, 14; agree, 7; disagree, 14; disagree strongly, 17.

Political candidates when criticized by newspaper editorials should be given equal space and position for a rebuttal.

Strongly agree, 37; agree, 35; disagree, 7; disagree strongly, 3.

1. I think that the positions I have taken generally are similar to those of the board of education.

2. I think that the positions I have taken generally are similar to teachers in general and English teachers in particular.
3. I think that the positions I have taken generally are similar to those of the principal.
4. During the year 1972-1973 no faculty member of our high school attempted to have a book removed from the high school library because of his disapproval.
5. During the year 1972-1973 no local groups--parents, veterans, businessmen, etc.,--attempted to have a book or periodical removed from the high school library because of their disapproval.
6. During the year 1972-1973 none of the high school staff members was disciplined or criticized for positions taken on content presented in the high school newspaper, magazine, or yearbook.
7. If teenagers are to learn to think, speak, and write for themselves, we should accept both creativity in expression and diversity of viewpoint.

TABLE 2 (excluding "no answer")

	Yes	No
1	27	22
2	59	12
3	48	16
4	62	10
5	48	27
6	41	35
7	87	2

What conclusions may be drawn from this modest inquiry?

First, any sweeping generalizations based on such a modest sample should be avoided.

Second, school personnel interested in freedom of communication may be more likely to respond than those who are not.

Third, school personnel concerned with effective communication seem to take a libertarian rather than an authoritarian viewpoint.

Fourth, support for the right to read statements of which there are six is strong, but there is some uncertainty about present laws dealing with obscenity.

Fifth, some are undecided about or opposed to the idea that the First Amendment encompasses the right to speak anonymously. Some may contend that a person should be willing to identify himself with the position he takes. Others deplore the use of anonymity to initiate gossips, smears, lies.

Sixth, a few may not understand the term "government in the sunshine" as used to identify state laws which require many public meetings--such as city councils and boards of education--to be held in public. Some boards of education prefer private meetings so members may act anonymously.

Seventh, shield laws which would enable reporters to protect the confidentiality of news sources apparently are not well understood--as may be the case among journalists too.

Eighth, there is strong support for the right of access to news media on the part of those who may want to talk back and present "their" side.

Ninth, school personnel indicate that boards of education are more reactionary than teachers and that principals while less reactionary than boards are more reactionary than communication personnel.

Tenth, the disheartening--and shocking--information is the fact that both internal and external efforts to establish censorship are so widespread. In more than one-tenth of the schools efforts were made to have books or periodicals removed! Even teachers were involved in book burning approach!

In more than one-third of the high schools high school publication staff members were disciplined or criticized for publication content or viewpoint, indicating that the high school is not a marketplace for free expression.

Teachers, principals, and boards of education which talk about education for democracy yet insist on censorship of school publications are hypocritical. Clearly only authoritarians will harrass, discipline, and punish students for their failure to echo the facts or ideas acceptable to the administration.

With only a few exceptions, the teachers and librarians agree that if teenagers are to learn to think, speak, and write for themselves, we should accept both creativity in expression and diversity of viewpoint.

A school in America should not be an academic prison in which teenagers are confined and regimented. It should be a community of learners in which the board of education and principal as well as the teachers express their faith in American ideals and values at the center of which is freedom to communicate.

DOES ADVERTISING REALLY PAY?

Does it pay to advertise in the high school newspaper? Obviously it pays the newspaper if it collects. But does it pay the local merchant who hopes to sell goods and services--or win good will?

To answer these and related questions, Quill and Scroll Studies examined the advertisements in 54 high school newspapers submitted in the 1973 Quill and Scroll Evaluation Service.

Most of these newspapers made 900 points or more or made between 800 and 900 points. A few scored in the 700s.

How can we find answers for the questions raised in the opening paragraph? One way would be to interview the merchants, perhaps using a questionnaire. Either an oral or written inquiry would require verifiable data.

Another way to try to answer the question is to examine the advertisements in high school newspapers. This was the method used in the inquiry by Quill and Scroll Studies.

Consider the local advertiser. Some high school publication staffs regard him as a philanthropist who wishes to be identified as a donor or patron and generously donates or contributes to a fund to keep the publication solvent.

Actually the local advertiser is in business. Like the school newspaper, that business must be solvent to be secure, solvent to survive. It achieves its solvency and security by developing an income that exceeds expenditures.

Where does that income originate? Obviously the enterprise profits by the sale of goods or services--and, in this case, goods and services which teenagers buy in sufficient quantity to make their patronage desirable.

Properly the high school advertising solicitors limit their attention to enterprises which welcome teenagers. Nor are all the firms listed in the yellow pages seeking business from teenagers.

True, banks should encourage students to build savings accounts. Insurance companies should encourage teenagers to take out life, health, and car insurance. And certainly young people have discovered the telephone.

Without teenagers, used car firms would collapse. Teenagers buy more records than anyone else. Seldom is anyone so hungry as a teenager, many of whom also are fashion-conscious.

Thus the advertising staff that establishes its guidelines, prepares a sound rate structure, conducts a consumer survey to analyze purchasing power, and

carries on an aggressive promotion campaign may get results.

Essentially the success of advertising in print media depends on the copy and layout. Thus, an advertisement invites the reader to look at a product or service and to "eye it, buy it, try it."

To put it another way, the advertisement as a sales message should (1) arouse attention, (2) stimulate interest, (3) induce desire, (4) and motivate action. It should induce action now--not in 1980 or 1990.

Thus, the advertiser should convince the reader that the reader will enjoy an immediate benefit by acting now. Hence, copy will have emotional or human interest approach or rational or reason-why appeal.

To push merchandise through advertising, the copy writer may use one of numerous psychological appeals. For example, he may suggest that the firm has a bargain to be bought at a special price as long as the supply lasts.

These preliminary remarks suggest, then, that generally a newspaper advertisement should consist of a timely sales message about a specific commodity or service which may be purchased now to the advantage of the consumer.

Accordingly, running the same standing advertisement over again and again will not benefit the advertiser.

Consider now the advertisements in high school newspapers which scored 900 points or more in the Quill and Scroll Critical Service in 1973. They published 1 one-half inch advertisement, 80 one-inch advertisements, 195 two-inch; 64 three-inch; 133 four-inch; 19 five-inch; 347 six-inches or more. These should provide some basis for comment.

Since every advertisement must compete for reader attention with the news and other editorial content as well as other advertisements, it is doubtful whether the advertiser gets his money's worth from one-half inch, one-inch, or two-inch advertisements, especially when they have no timely copy.

How big can the illustration or photograph be in such tiny advertisements? How big can the display type or copy type be? Yet how can it win attention if it is not big?

The rate structure should be designed to discourage these small advertisements either by not publishing them at all or by charging a higher rate for them so that they will prove uneconomical.

What is the content of the 900-paper's advertisements? Note the percentage of those that list the name of the firm: one-half inch, 100 per cent; one-inch, 97.5 per cent; two-inch, 98.4 per cent; three-inch, 95.3 per cent; four-inch, 98.5 per cent; five-inch, 100 per cent; six inches or more, 99.4 per cent.

The percentages of those listing the telephone: one-half inch, 100; one-inch, 40.7; two-inch, 51.8; three-inch, 54.7; four-inch, 53.5; five-inch, 52.6; six or more inches, 54.7.

The percentages of those listing the street number: one-half inch, 100; one-inch, 65.4; two-inch, 75.8; three-inch, 82.8; four-inch, 77.4; five-inch, 78.9; six inches or more, 76.4.

The percentages of those listing the city: one-half inch, 100; one-inch, 27.2; two-inch, 30.8; three-inch, 34.4; four-inch, 35.3; five-inch, 36.8; six or more inches, 38.3.

Both the size of the community and the kind of business may determine whether the foregoing details are essential. An advertisement which contains such data and nothing more is a standing advertisement with scant value.

If the advertisement is a sales message, is should have copy--a reference to a product or service available--and desirable--now to student consumers. Otherwise nothing is for sale.

The percentage of those having copy: one-half inch, 100; one-inch, 65.4; two-inch, 83.1; three-inch, 87.5; four-inch, 96.2; five-inch, 78.9; six inches or more, 96.5.

The foregoing record is less impressive if we note that some of the advertisements carry the same copy in different seasons, different months.

The real issue is this: does the advertisement constitute a timely sales message? If so, it should be different from the advertisement that preceded it and that which may follow it.

The percentages of those having timely copy: one-half inch, none; one-inch, 01.2; two-inch, 04.1; three-inch, 06.6; four-inch, 06.1; five-inch, 21.1; six inches or more, 23.4. The record for 700-papers and 800-papers is worse.

None of the one-half inch, one-inch, or two-inch carried photographs. Percentages for the others: three-inch, 01.6; four-inch, 02.3; five-inch, 10.5; six or more inches, 16.1. Apparently advertising solicitors do not believe the saying that a picture is worth ten thousand words.

The percentage on illustrations is: one-inch, 09.9; two-inch, 20.4; three-inch, 50.0; four-inch, 49.6; five-inch, 78.8; six or more inches, 61.9.

The records of 600-papers and 700-papers are worse. Quill and Scroll Studies will summarize them in a longer report which will include data in a series of tables.

Bluntly we may ask this question: Do advertisements in high school newspapers attract teenage buyers who wouldn't have gone to the stores anyhow?

Certainly we cannot say that teenagers were drawn solely by the name, street number, or telephone number.

While many advertisements have some copy, very little of it is timely copy. Virtually none of the advertisements under five column inches has timely copy and not even a fourth of the bigger advertisements have timely copy. How many retailers in local newspapers publish tiny advertisements.

The teenager who walks into the local store and plunks down his money on the counter expects to get something for his money. The local advertiser who plunks down his money has a right to expect that his advertisement will sell his goods or service to a lot of teenagers now.

Furthermore is it honest and honorable to sell advertising space unless it gets results now? Is it ethical to accept money for an advertising service that doesn't get results? Or can we defend the tin cup philosophy?

Advertising can pay the local advertiser. To make this possible, the staff must give as thorough training to the advertising staff as to the editorial staff. Herein the competent adviser has a vital challenge.

After all, would your readers read the same lead on assemblies or football games issue after issue? Of course not. Let's stop pretending that advertisements without timely copy consistently make money for advertisers.

This paragraph as an appendix notes that the foregoing statements apply to local display advertisements. Generally nationally advertisements are not available and should not be published unless payment is made in advance. On the other hand, very few school newspaper staffs have used imagination in building classified advertising.

TABLE I.--Percentage of 54 High School Newspapers Which Include Items Indicated in Terms of 770 Plus, 800 Plus, or 900 Plus Scores in the Quill and Scroll Critical Service

	900's %	800's %	700's %	All Adds %
1/2 column inch	.1		11.5	1.1
1 column inch	9.5	4.1	27.9	10.1
2 column inches	23.2	24.8	11.5	22.5
3 column inches	7.6	21.9	9.6	10.7
4 column inches	15.8	16.1	12.5	15.6
5 column inches	2.3	1.2	4.8	2.3
6+ column inches	41.3	31.9	22.1	37.8

TABLE 2.--Percentage of 54 High School Newspaper Advertisements Including Data Listed

	900's %	800's %	700's %	All Adds %
Name of advertiser	97.9	97.5	99.0	97.8
Telephone	52.4	36.0	54.8	49.2
Street number	76.7	67.0	69.2	13.5
City	34.5	20.3	39.4	32.1
Copy	89.2	93.0	80.8	89.4
Timely copy	12.3	5.8	6.7	11.4
Photograph	8.6	12.0	.97	8.6
Illustration	44.8	47.9	42.3	45.9

TABLE 3.--Percentage of Advertisements Having Data Listed

c. in.		Name	Tele-phone	St. No.	City	Copy	T. Copy	Photo	Illus	No. Adds
½	700's	100.0	58.3	58.3	58.3	50.0	.....	.....	.....	12
	800's	.....	.....	.....	.....	.....	.....	.....	.....	...
	900's	100.0	100.0	100.0	100.0	100.0	.....	.....	.....	1
1	700's	100.0	62.1	65.5	48.3	72.1	.....	.....	20.7	29
	800's	100.0	40.0	80.0	.....	100.0	.....	.....	20.0	10
	900's	97.5	40.7	65.4	27.2	65.4	1.2	.....	9.9	81
2	700's	100.0	58.3	83.3	58.3	91.7	.....	.....	41.7	12
	800's	93.3	35.0	85.0	28.3	90.0	11.7	.....	46.7	60
	900's	98.4	51.8	75.8	30.8	83.1	4.1	.....	20.4	195
3	700's	100.0	60.0	70.0	20.0	90.0	10.0	.....	70.0	10
	800's	98.1	34.0	41.5	15.1	94.3	.....	1.9	60.4	53
	900's	95.3	54.7	82.8	34.4	87.5	1.6	1.6	50.0	64
4	700's	92.5	53.8	79.2	38.5	92.5	7.7	.....	30.8	13
	800's	100.0	43.1	66.7	17.9	94.6	2.6	7.7	35.9	39
	900's	98.5	53.5	77.4	35.3	96.2	6.1	2.3	49.6	133
5	700's	100.0	20.0	100.0	40.0	100.0	20.0	.....	80.0	5
	800's	100.0	66.7	100.0	.....	66.7	.....	.....	100.0	3
	900's	100.0	52.6	78.9	36.8	78.9	21.1	10.5	78.8	19
6	700's	100.0	47.8	60.9	17.4	95.7	17.4	4.3	73.9	23
	800's	98.7	32.5	70.1	22.1	93.5	7.8	32.5	48.1	77
	900's	99.4	54.5	76.4	38.3	96.5	23.4	16.1	61.9	347

TABLE 4.--Percentage and Number of Advertisements in 900-Plus Newspapers Having Data Listed

Column Inches	1/2	1	2	3	4	5	6+
			Percentage				
Name	100.0	97.5	98.4	95.	98.5	100.00	99.4
Telephone	100.0	40.7	51.8	54.7	53.5	52.6	54.5
Street No.	100.0	65.4	75.8	82.8	77.4	78.9	76.4
City	100.0	27.2	30.8	34.4	35.3	36.8	38.3
Copy	100.0	65.4	83.1	87.5	96.2	78.9	96.5
Timely Copy	.....	1.2	4.1	1.6	6.1	21.1	23.4
Photograph	.....	.....	.....	1.6	2.3	10.5	16.1
Illustration	.....	9.9	20.4	50.0	49.6	78.8	61.9
			Number				
No. Adds	1	81	195	64	133	19	347
Name	1	79	192	63	131	19	345
Telephone	1	33	101	35	71	10	189
Street No.	1	53	148	53	103	15	265
City	1	22	62	22	47	7	132
Copy	1	53	162	55	128	15	335
Timely Copy	..	1	8	1	8	4	81
Photograph	..	..	..	1	3	2	66
Illustration	..	8	40	32	66	15	215

TABLE 5.--Percentage and Number of Advertisements in 800-Plus Newspapers Having Data Listed

Column Inches	1/2	1	2	3	4	5	6+
			Percentage				
Name	.....	100.0	93.3	98.1	100.0	100.0	98.7
Telephone	.....	40.0	35.0	34.0	43.1	66.7	32.5
Street No.	.....	80.0	85.0	41.5	66.7	100.0	70.1
City	.....	.....	28.3	15.1	17.9	.....	22.1
Copy	.....	100.0	90.0	94.3	94.6	66.7	93.5
Timely Copy	.....	.....	11.7	.....	2.6	.....	7.8
Photograph	.....	.....	.....	1.9	7.7	.....	32.5
Illustration	.....	20.0	46.7	60.4	35.9	100.0	48.1
			Number				
No. Adds	..	10	60	53	39	3	77
Name	..	10	56	52	39	3	76
Telephone	..	4	21	18	17	2	25
Street No.	..	8	51	22	26	3	54
City	..	..	17	8	7	..	17
Copy	..	10	54	50	37	2	72
Timely Copy	..	..	7	..	1	..	6
Photograph	..	..	..	1	3	..	25
Illustration	..	2	28	32	14	3	37

TABLE 6.--Percentage and Number of Advertisements in 700-Plus Newspapers Having Data Listed

Column Inches	1/2	1	2	3	4	5	6+
			Percentage				
Name	100.0	100.0	100.0	100.0	92.5	100.0	100.0
Telephone	58.3	62.1	58.3	60.0	53.8	20.0	47.8
Street No.	58.3	65.5	83.3	70.0	79.2	100.0	60.9
City	58.3	48.3	58.3	20.0	38.5	40.0	17.4
Copy	50.0	72.1	91.7	90.0	92.5	100.0	95.7
Timely Copy	.....	.....	.....	10.0	7.7	20.0	17.4
Photograph	.....	.....	.....	.....	.....	.....	4.3
Illustration	.....	20.7	41.7	70.0	30.8	80.0	73.9
			Number				
No. Adds	12	29	12	10	13	5	23
Name	12	29	12	10	12	5	23
Telephone	7	18	7	6	7	1	11
Street No.	7	19	10	7	9	5	14
City	7	14	7	2	5	2	4
Copy	6	20	11	9	12	5	22
Timely Copy	..	..	..	1	1	1	4
Photograph	..	..	..	..	..	..	1
Illustration	..	6	5	7	4	4	17

WHAT YOU CAN LEARN FROM 765 LEADS

Successful leads are the basis of successful news stories. Often the reader reads only the lead, stopping then and there if he sees little or no benefit from going further.

How do you analyze a lead? Early in the fall of 1973 Quill and Scroll Studies reviewed 765 leads--214 from pgae 1, 306 from inside pages, and 245 from sports pages.

The leads were taken from newspapers evaluated by Quill and Scroll Evaluation Service in the summer of 1973. Of the 765 leads, 522 were from newspapers given 900 points or more, 184 from those with 800 to 900 points, 59 from those with under 800 points.

What is the purpose of the lead? To be cute? To be clever? To promote? To confuse? To win friends and influence people? To fill space? Occasionally amateurs seem to have these purposes--unfortunately.

The true purpose of the news story is to tell the news in a capsule. It should present the gist of the news story--the essence of it--without cluttering. It should be as terse as a telegram--an accurate and truthful telegram.

The lead should be objective. Some writers--both amateur and professional--wince at the word. They protest that it is difficult if not impossible to be objective. Besides some of them like to slant news with biases and prejudices.

The typical high school newspaper lead can be objective unless the student decides to be an editorial writer or columnist instead of a reporter. Where there are good journalism courses, student newsmen should know better.

Consider dead-ends which some beginners travel. Some like to be chatty and start out, "Hi, folks!" or "Howdy, kids!" Such chummy chatter is simply a stop-sign to the reader who thinks the reporter is stalling--which he is.

Similarly there are promoters and propaganists who believe it is their duty to mobilize readers so all will attend a game or play, for example. So these amateurs say, "Let's all come out and support the team or the cast" or "Come on, kids, let's all buy yearbooks or season tickets."

If the reporter wants a soap box, he should write a letter to the editor--or even write an editorial. The school newspaper may be an architect of attitudes and, hence, provide a persuasion podium--but not properly--in news stories.

The newsman who sticks to facts which he verifies--such as time and place, identification of participants--respects the reader enough to let him decide for himself how deeply concerned he is about a current idea, event, or problem.

For example, no reader is likely to believe that he is getting news when he reads about something that happened three to six weeks ago and now is being recorded as school history in a newspaper published infrequently.

So the beginner--as well as the reader--may ask: "How new is the news? How near is it? How big is it--in terms of persons or money involved? How relevant is it--at the time of publication?"

Obviously the reporter is hamstrung if he takes something as perishable as news and tries to palm it off as news on the reader who attended the event three or more weeks ago. Neither a newspaper nor newsmagazine can make stale news fresh.

How readable are the leads? The average number of words in 720 leads measured was 20.5. The average length of leads on page one for 900-papers was 21.7, for 800-papers it was 19.9, and for 700-papers it was 21.7.

News on inside pages began with slightly shorter leads. The average length for 900-papers was 20.8, for 800-papers it was 19.4 and for 700-papers it was 16.1.

News on sports page was as follows: 900-papers, 21.2; 800-papers, 19.6; for 700-papers, 14.9.

The average number of words for all leads was 20.5; for all leads on page 1 was 21.2; all inside news page leads, 20.3; all sports leads, 20.3. It should be noted that the sample of 700-papers was too small to take too seriously.

Quill and Scroll judges may ask whether the readability of leads of 900-papers should be significantly better than for 800-papers. Since it apparently is not, what made such leads better in terms of scorebook data?

Examine the emphasis on the five W's and the How. Which was presented first in the lead? Here's the score: who, 360; what, 201; when, 95; where, 16; why, 38; how, 15; other, 40.

It is easy to understand why the "where" seldom would be presented first, not so easy to understand why the "when" so frequently is played up first. These data may suggest additional comments:

Page 1 - 900 papers: who, 50; what, 51; when, 10; where, 2; why, 7; how, 4; other, 6.

Page 1 - 800-papers: who, 27; what, 17; when, 11; where, 1; why, 1; how, 2; other 2.

Page 1 - 700-papers: who, 10; what, 5; when, 11; where, 0; why, 3; how, 0; other, 1.

A study of percentages reveals that 800-papers and 700-papers are much more likely to play up the "when" than 900-papers and less likely to answer "why"? 900-papers play up the "what" more than the "who" unlike other papers.

Thus, differences in scorebooks may relate to a slightly greater effort to answer the questions "what" and "why" in 900-papers than in other papers. These policies seem to be dropped on the inside pages and sports pages where "who" is usually played up first, in fact, in more than one-half of the 800-papers and 900-papers.

Consider the over-all practice in these newspapers: who, 47 per cent; what, 26.3 per cent; when, 12.4 per cent; where, 02.1 per cent; why, 05. per cent; how, 02. per cent; other, 05.2 per cent.

High school newspapers are over-working who and when leads, under-working why and how leads. They could use more what leads but properly are subordinating the where leads.

The preceding comments have dealt with which of the five Ws is played up first in the lead, that is, in the first sentence.

Should a newspaper be a cemetery? Nearly one-fifth of the news stories in this study had a buried lead, that is, they failed to play up the most newsworthy aspect of the news.

Such interment occurred in 13.8 per cent of the 900-papers, 22.8 per cent of the 800-papers; 27.1 of the 700-papers. Apparently judges perceive these differences, for 900-papers made a much better record than other papers.

While journalists are not grammarians, they are aware that different parts of speech vary in their effectiveness as opening words for leads. The best words to start a key sentence with usually are nouns and verbs.

Unfortunately only 20.1 per cent of the leads begin with a proper noun, 19 per cent with a common noun, 04.7 per cent with a verb, 11.6 with a preposition, and 44.4 per cent with another word--usually "a" or "the" but possibly a pronoun, adjective, adverb, or conjunction.

Verbs are shockingly under-worked, articles excessively over-worked. Unfortunately 900-papers are not significantly better than 800-papers in this regard, but 700-papers use fewer nouns and more "other" words.

Quill and Scroll Studies will duplicate a few copies of this report with the summary of tables.

To conclude, it is the purpose of communication to make sense. The lead of the news story should tell the news quickly and accurately. At times it may be colorful. This study certainly reveals room for improvement.

Editors and reporters alike should not be satisfied with leads which fail to tell the news with accuracy and clarity, brevity and objectivity. Critical analysis of each lead may stimulate improvement.

TABLE 1.--Number of Leads

Leads	Totals
Page 1	
900's	130
800's	61
700's	23
Total Page 1 Leads	214
Sports	
900's	170
800's	57
700's	18
Total Sports Leads	245
Inside	
900's	222
800's	66
700's	18
Total Inside Leads	306
Totals	
900's	522
800's	184
700's	59
Complete Total	765

TABLE 2.--Length of Leads

	No. of Words	Total Leads	Avg. Length
Page 1			
900's	2929	135	21.7
800's	1316	66	19.9
700's	500	23	21.7
Sports			
900's	3627	172	21.2
800's	1137	58	19.6
700's	293	20	14.9
Inside			
900's	3847	185	20.8
800's	989	51	19.4
700's	161	10	16.1
Totals			
Page 1	4745	224	21.2
Sports	5057	250	20.2
Inside	4997	246	20.3
Total All Leads	14797	720	20.5

TABLE 3.--Number of W Leads

		Who	What	When	Where	Why	How	Other
Page 1	900's	50	51	10	2	7	4	6
	800's	27	17	11	1	1	2	2
	700's	10	5	4	...	3	...	1
Sports	900's	89	38	20	2	13	...	8
	800's	32	7	9	3	3	1	2
	700's	8	...	3	...	1	...	6
Inside	900's	104	63	23	7	8	5	12
	800's	33	15	10	1	2	3	2
	700's	7	5	5	...	...	...	1
Total Sec.	900's	243	152	53	11	28	9	26
	800's	92	39	30	5	6	6	6
	700's	25	10	12	...	4	...	8
Total All Leads		360	201	95	16	38	15	40

TABLE 4.--Number Of Parts Of Speech Leads

		Prop. Noun	Com. Noun	Verb	Prep.	Other	Buried Lead
Page 1	900's	23	34	5	13	55	18
	800's	17	13	2	7	22	9
	700's	4	1	1	5	12	5
Sports	900's	32	28	9	21	80	29
	800's	14	6	5	6	25	17
	700's	1	1	4	1	11	6
Inside	900's	48	46	7	28	93	40
	800's	14	12	3	8	29	16
	700's	3	3	...	3	9	5
Total Sec.	900's	101	110	21	60	232	87
	800's	45	31	10	20	76	42
	700's	8	5	5	9	32	16
Total All Leads		154	145	36	89	340	145

TABLE 5.--Percentage of W Leads

		Who	What	When	Where	Why	How	Other
Page 1	900's	38.5	39.2	7.7	1.6	5.2	3.1	5.0
	800's	44.3	27.9	18.0	1.6	1.6	3.3	3.3
	700's	43.5	21.8	17.4	....	13.0	....	4.3
Sports	900's	52.4	22.3	11.8	1.2	7.7	....	4.1
	800's	56.1	12.5	15.8	5.3	5.3	1.8	3.5
	700's	44.4	....	16.7	....	5.6	....	33.3
Inside	900's	46.8	27.9	10.4	3.2	3.6	2.3	5.4
	800's	50.0	22.7	15.2	1.5	3.0	4.5	3.0
	700's	38.8	27.8	27.8	....	....	....	5.6
Total Sec.	900's	46.4	29.1	10.2	2.1	5.4	1.7	5.0
	800's	50.0	21.2	16.2	2.7	3.3	3.3	3.3
	700's	42.3	16.9	20.3	....	6.8	....	13.6
Total All Leads		47.0	26.3	12.4	2.1	5.0	2.0	5.2

TABLE 6.--Percentage of Parts of Speech Beginning Leads

		Prop. Noun	Com. Noun	Verb	Prep.	Other	Buried Lead
Page 1	900's	17.7	26.2	3.8	10.0	42.3	13.8
	800's	27.9	21.3	3.3	11.3	36.1	13.1
	700's	17.4	4.3	4.3	21.8	52.2	21.8
Sports	900's	18.8	16.5	4.9	12.4	47.1	17.1
	800's	24.5	10.5	8.8	10.5	45.6	29.8
	700's	5.6	5.6	22.2	5.6	61.1	33.3
Inside	900's	21.6	20.7	3.2	12.6	41.9	18.1
	800's	21.2	18.2	4.5	12.0	43.9	24.2
	700's	16.7	16.7	....	16.7	49.4	27.8
Total Sec.	900's	19.4	21.1	4.0	11.5	44.4	13.8
	800's	24.5	16.8	5.4	10.9	41.4	22.8
	700's	13.6	8.5	8.5	15.3	54.2	27.1
Total All Leads		20.1	19.0	4.7	11.6	44.4	19.0

SENIOR HIGH SCHOOL LIBRARIES NEGLECT BUILDING JOURNALISM-MASS MEDIA RESOURCES

The typical senior high school library in Florida offers little help to the teenager curious about contemporary mass media and kindred phenomena. And the typical school library in Florida is probably as good as such a library in other states.

To be sure, some libraries have the basic references--encyclopedias, yearbooks, and other general sources. The curious teenager seldom can find anything about local mass media or those in the state and region or on mass media overseas.

Unfortunately school libraries suffer from financial malnutrition. Parents will worry if the coach doesn't win--for winning is an obsession--but how many parents protest inadequate libraries?

Adults pay little if any attention to libraries unless it is to demand the removal of a book they never have read. It is amazing how many adults will proclaim their ignorance and prejudice by denouncing a book they haven't read--sometimes because it puts into print profane and obscene words they often use.

Why are resources on journalism-mass media generally inadequate?

1. Only three-fifths of the schools had spent as much as $50 on such books in the past year.
2. Only 22 of the 56 librarians reported that high school journalism teachers specifically discussed the need.
3. Only 16 heads of English departments were interested enough in journalism-mass media to request additional resources.
4. Only 4 principals specifically expressed an interest in the journalism-mass media collection.

Thanks to a local newspaper, one high school library had received $25 or more to improve the collection.

The apathy and inertia of journalism-mass media teachers in particular and of English department heads in general--to say nothing of principals--accounts in part for the inadequacy of resources in journalism-mass media.

To teach journalism-mass media courses without significant library holdings is like trying to teach a band to produce music without instruments. Unfortunately accrediting groups appear to be easily satisfied with libraries.

True, the list of books may not be perfect, but it is inclusive enough to indicate the deplorable situation.

Florida senior high school librarians were invited by Quill and Scroll Studies in the fall of 1973 to report how many had books on journalism, mass media, and related phenomena in this list of books, most of which were published after 1960.

Some of 56 participating noted that they had other books or were ordering other books. Some suggested the titles or authors of other desirable books. The figure after the title indicates the number of high school libraries which make the book available.

It is probable that librarians who did not participate on the whole would be unlikely to present more impressive data.

Part I. Books on journalism, mass media, and related phenomena in high school libraries. (Most of them published after 1960.)

1. Allnut, B. PRACTICAL YEARBOOK PROCEDURE. Baltimore: Roebuck, 1960. 8
2. Allnut, B. SPRINGBOARD TO JOURNALISM. New York: CSPA, 1973. 4
3. Arnold, E. C. INK ON PAPER 2. New York: Harper & Row, 1969. 7
4. Arnold, E. C. MODERN NEWSPAPER DESIGN. New York: Harper & Row, 1969. 8
5. Ashley, P. P. SAY IT SAFELY. University of Washington Press, 1966. 5
6. Bagdikian, B. H. THE INFORMATION MACHINES. New York: Harper & Row, 1970. 5
7. Bailey, H. S. THE ART AND SCIENCE OF BOOK PUBLISHING. New York: Harper & Row, 1970. 3
8. Baker, R. K., and S. J. Ball, eds. VIOLENCE AND THE MASS MEDIA. Washington: U. S. Government Printing Office, 1969.
9. Barnouw, E. A TOWER OF BABEL. New York: Oxford University Press, 1966. 6
10. Barnouw, E. A GOLDEN WEB. New York: Oxford University Press, 1968.
11. Barbouw, E. THE IMAGE EMPIRE. New York: Oxford University Press, 1950. 1
12. Barron, J. A. FREEDOM OF PRESS FOR WHOM? Bloomington: Indiana Univ. Press, 1973. 2
13. Berlo, D. K. THE PROCESS OF COMMUNICATION. New York: Holt, 1960. 4
14. Bernstein, T. M. THE CAREFUL WRITER. New York: Atheneum, 1965. 20
15. Bernstein, T. M. WATCH YOUR LANGUAGE. New York: Atheneum, 1965. 12
16. Baskette, F. K., and J. Z. Scissors. THE ART OF EDITING. New York: Macmillan, 1971.
17. Chester, G., G. B. Garrison, and E. E. Willis. TELEVISION AND RADIO. 4th ed. New York: Appleton-Century-Crofts, 1971. 6
18. Copperud, R. H. A DICTIONARY OF USAGE AND STYLE. New York: Hawthorne, 1964. 13
19. Campbell, L. R., and R. E. Wolseley. HOW TO REPORT AND WRITE THE NEWS. Englewood Cliffs: Prentice-Hall, 1961. 9
20. Couperie, P., et al. A HISTORY OF THE COMIC STRIP. New York: Crown, 1968. 9

21. Crowell, A. A. CREATIVE NEWS EDITING. Dubuque: Wm. C. Brown, 1969. 4
22. Cutlip, S. M., and A. H. Center. EFFECTIVE PUBLIC RELATIONS. Englewood Cliffs: Prentice-Hall, 1964. 5
23. DeFleur, M. L. THEORIES OF MASS COMMUNICATION. 2d ed. New York: David McKay, 1960. 3
24. Dizzard, W. P. TELEVISION: A WORLD VIEW. Syracuse: Syracuse Univ. Press, 1966. 5
25. Emery, E., P. H. Ault, and W. K. Agee. INTRODUCTION TO MASS COMMUNICATIONS. 4th ed. New York: Dodd, Mead and Company, 1973. 10
26. Emery, E. P. THE PRESS AND AMERICA. Englewood Cliffs: Prentice-Hall, 1972. 12
27. Fischer, H. D., and J. C. Merrill. INTERNATIONAL COMMUNICATION: MEDIA-CHANNELS-FUNCTIONS. New York: Hastings, 1970.
28. Friendly, F. W. DUE TO CIRCUMSTANCES BEYOND OUR CONTROL. Ames: Iowa State Univ. Press, 1967. 12
29. Garst, R. F., and T. M. Berstein. HEADLINES AND DEADLINES. 3rd ed. New York: Columbia Univ. Press, 1967. 8
30. Gelfand, L., and Harry E. Heath, Jr. MODERN SPORTSWRITING. Ames: Iowa State Univ. Press, 1969. 5
31. Gilmore, G., and R. L. Root. MODERN NEWSPAPER EDITING. Berkeley: The Glendessary Press, 1971.
32. Glessing, R. J. THE UNDERGROUND PRESS IN AMERICA. Bloomington: Indiana Univ. Press, 1970. 5
33. Grannis, C. B., ed. WHAT HAPPENS IN BOOK PUBLISHING. 2nd ed. New York: Columbia University Press, 1967. 3
34. Green, T. THE UNIVERSAL EYE. New York: Stein and Day, 1972. 1
35. Gross, G., ed. THE RESPONSIBILITY OF THE PRESS. New York: Fleet, 1966. 5
36. Hachten, W. A. MUFFLED DRUMS: NEWS MEDIA IN AFRICA. Ames: Iowa State Univ. Press, 1971. 3
37. Hachten, W. A. THE SUPREME COURT ON FREEDOM OF THE PRESS. Ames: Iowa State Univ. Press, 1968. 7
38. Hackett, A. P. SEVENTY YEARS OF BEST SELLERS. 3rd ed. New York: Bowker, 1968. 9
39. Hohenberg, J. FREE PRESS/FREE PEOPLE. New York: Macmillan, 1973. 5
40. Hohenberg, J. THE NEWS MEDIA - A JOURNALIST LOOKS AT HIS PROFESSION. New York: Holt, Rinehart, and Winston, 1968. 17
41. Hulteng, J. L., and R. P. Nelson. THE FOURTH ESTATE. New York: Harper & Row, 1971. 1
42. Hvistendahl, J. V., ed. PRODUCING THE DUPLICATED NEWSPAPER. 2d ed. Ames: Iowa State University Press, 1966. 1
43. Irving, J. A., ed. MASS MEDIA IN CANADA. Toronto: The Ryerson Press, 1
44. Kline, F. G., and P. J. Tichenor. CURRENT PERSPECTIVES IN MASS COMMUNICATION RESEARCH. Beverly Hills: Sage Publications, 1972.
45. THE DEVELOPMENT OF AMERICAN JOURNALISM. Dubuque: Wm. C. Brown, 1969. 6

46. Larson, O. N. VIOLENCE AND THE MASS MEDIA. New York: Harper & Row, 1968. 10
47. Magmer, J. M., and D. Falconer. PHOTOGRAPH + PRINTED WORD. Birmingham (Mich.): Midwest Publications Co., 1969. 7
48. Magmer, J. M., and F. Ronan. LOOK AND LIFE AS GUIDES FOR SUCCESSFUL YEARBOOK EDITING. Birmingham (Mich.): Midwest Publications Co., 1964. 9
49. Markham, J. VOICES OF THE RED GIANTS. Ames: Iowa State Univ. Press, 1964. 3
50. McDougall, C. D. INTERPRETATIVE REPORTING. 5th ed. New York: Macmillan, 1968. 9
51. McGiffin, V., and O. F. Kingsbury. CREATING THE YEARBOOK. New York: Hastings, 1962. 17
52. Medlin, C. J. YEARBOOK EDITING, LAYOUT, AND MANAGEMENT. Ames: Iowa State Univ. Press, 1964. 19
53. McLuhan, M. UNDERSTANDING MEDIA, THE EXTENSIONS OF MAN. New York: McGraw-Hill, 1964. 16
54. Merrill, J. C. THE ELITE PRESS. New York: Pitman, 1968. 6
55. Merrill, J. C., C. E. Bryan, and M. Alisky. THE FOREIGN PRESS. 2d ed. Baton Rouge: Louisiana State Univ. Press, 1970. 3
56. Merritt, R. L., ed. COMMUNICATION IN INTERNATIONAL POLITICS. Urbana: Univ. of Illinois Press, 1972. 1
57. Nelson, H. L., and D. L. Teeter, Jr. LAW OF MASS COMMUNICATIONS. Mineola (N.Y.): The foundation Press, 1969. 1
58. Nelson, R. P. THE DESIGN OF ADVERTISING. Dubuque: Wm. C. Brown, 1967. 1
59. Nelson, R. P. PUBLICATION DESIGN. Dubuque: Wm. C. Brown, 1972.
60. Olson, K. E. THE HISTORY MAKERS. Baton Rouge: Louisiana State Univ. Press, 1965. 1
61. Rivers, W. L., and W. Shramm. RESPONSIBILITY IN MASS COMMUNICATIONS. 2d ed. New York: Harper & Row, 1969. 6
62. Root, R. L. MODERN MAGAZINE EDITING. Dubuque: Wm. C. Brown, 1966. 4
63. Rucker, W. F., and H. L. Williams. NEWSPAPER ORGANIZATION AND MANAGEMENT. Ames: Iowa State Univ. Press, 1968. 1
64. Rucker, B. W. THE FIRST FREEDOM. Carbondale: Southern Illinois Univ. Press, 1968. 6
65. Schramm, W., and D. F. Roberts, eds. THE PROCESS AND EFFECTS OF MASS COMMUNICATION. Urbana: University of Illinois Press, 1971. 6
66. Siebert, F. S., T. Peterson, W. Schramm. FOUR THEORIES OF THE PRESS. Urbana: University of Illinois Press, 1963. 4
67. Skornia, H. J. TELEVISION AND SOCIETY. New York: McGraw-Hill, 1965. 3
68. Steinberg, C. S., ed. MASS MEDIA AND COMMUNICATION. 2d ed. New York: Hastings, 1972. 7
69. Tebbell, J. THE AMERICAN MAGAZINE: A COMPACT HISTORY. New York: Hawthorne, 1969. 11
70. Tunstall, J., ed. MEDIA SOCIOLOGY. Urbana: Univ. of Illinois Press, 1970. 2
71. Waldrop, A. G. EDITOR AND EDITORIAL WRITER. Dubuque: Wm. C. Brown, 1967. 5

72. White, D. M., and R. Averson, eds. SIGHT, SOUND, AND SOCIETY. Boston: Beacon Press, 1968. 4
73. Wolseley, R. E. THE BLACK PRESS U.S.A. Ames: Iowa State Univ. Press, 1971. 3
74. Wolseley, R. E. UNDERSTANDING MAGAZINES. Ames: Iowa State Univ. Press, 1969. 7

High school libraries today are more than book collections. Among some of the supplementary sources a high school library may provide for its teenagers are those listed here. The figure after each item below indicates how many of the 56 participating schools have the resources indicated. Five statements at the end indicate some of the evidence of positive efforts to improve holdings.

75. Copies of some of the current high school journalism textbooks. 9
76. Copies of some of the books in Rosen's Student Journalist series. 16
77. Bulletins of Quill and Scroll Studies. 3
78. Bulletins of Columbia Scholastic Press Association. 5
79. Bulletins of National Scholastic Press Association. 4
80. Archives of copies of our high school newspapers--complete file. 20
81. Archives of copies of our high school yearbooks--complete file. 29
82. Archives of copies of our high school magazines--complete file. 11

Circle magazines you take regularly:

83. Quill 1
84. Quill and Scroll 5
85. Scholastic Editor 5
86. School Press Review 4
87. Catholic Editor
88. Photolith 3
89. Communication: Journalism Education Today 1
90. CSPAA Bulletin 3
91. Journalism Quarterly
92. Editor & Publisher 1

We also take regularly:

93. Local daily, if any 45
94. Local weekly, if any 29
95. New York Times 37
96. Christian Science Monitor 19
97. Washington Post 1
98. Wall Street Journal 8
99. State, regional dailies 25
100. Canadian newspaper
101. Spanish language newspaper 8

102. College, university dailies in your state or region 4
103. Time 50
104. Newsweek 50
105. U. S. News and World Report 49
106. Contemporary poetry magazine 10

Circle number of resources you have:

107. Packet on careers in journalism, mass media 17
108. Packet on state journalism history
109. Packet on regional journalism history 1
110. Packet on overseas journalism
111. Reports of U. S. Information Agency 4
112. Packet on violence in mass media 4
113. Packet on mass media laws--shield laws, government in the sunshine, obscenity, invasion of privacy 1
114. Access to audiovisual equipment 47
115. Access to films, slides, tapes about journalism, mass media 41

Circle number of statements that are true in your high school:

116. Within the past year the journalism teacher has specifically discussed library needs with the librarian. 22
117. Within the past year the head of the department of English has asked me to improve journalism-mass media collection. 16
118. Within the past year the principal has specifically discussed the need for a good journalism-mass media collection. 4
119. Within the past year we have spent $50 or more on journalism-mass media books. 22
120. Within the past year a local newspaper has given us $25 or more to spend on books on journalism-mass media. 1

SCOPE OF STUDENT PUBLICATIONS IN FLORIDA NONPUBLIC HIGH SCHOOLS - 1973

Student publications evoke limited interest in Florida nonpublic high schools, according to a Quill and Scroll Study in the fall of 1973. Only 21 newspapers, 10 magazines, and 23 yearbooks were reported by 101 high schools.

Of the 21 newspapers, 10 were duplicated, 7 printed by offset and 3 by letterpress with 1 unreported as to printing.

Of the 10 magazines, 9 were listed as literary and the other unlisted.

Of the 23 yearbooks, 13 were printed by offset, 6 by letterpress, and 4 not identified as to printing process.

Only 13 report journalism courses, 9 for 2-semesters. Only 5 report mass media courses, 3 for 1-semester, 2 for 2-semester.

Only 18 schools report that they have a publication adviser, only 6 of whom have a Florida certificate in journalism and only 8 of whom have a minor in journalism.

Only 8 schools report a publications headquarters specifically designed for journalistic courses and activities. Only 14 schools report that they have 20 or more books on journalism-mass media.

In 18 schools editors are appointed by advisers, an authoritarian policy. Of the 21 newspapers, 12 will break even or make a profit. Of the 23 yearbooks, 18 are expected to break even or make a profit. Of the 10 magazines 7 will break even or make a profit.

Only 6 of the newspapers are published every two weeks or oftener, too infrequently for news to be news. In 12 of the 21 newspapers, the adviser is required to be a censor, another undemocratic policy.

In 16 schools students in minority groups are encouraged to work on publication staffs, though not all schools may welcome such students.

In only 11 schools are students encouraged to participate in summer school press workshops. And only 11 schools are affiliated with the Florida Scholastic Press Association.

Proponents of nonpublic schools generally contend that they sponsor quality programs, but this study fails to reveal an emphasis on excellence in student journalism in Florida nonpublic schools.